

# SUBJECT SUPPORT GUIDE



Name	
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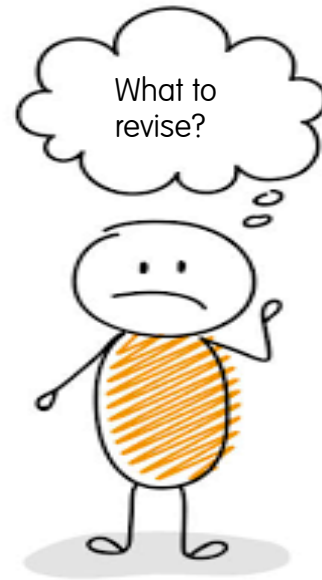
*A Subject specific support guide for your exams to help you with key information such as exam details, key words, links for revision.*

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# Introduction

*It is getting close to the exams and hopefully you have started to plan your revision. If not, don't worry – this subject specific support guide will give you some key information to help.*



*It will show you basic details about the exam – how many papers, how long they are as well as giving you some information about each paper, key words and common misconceptions – what are the things that people often get wrong about this paper / topic. On each subject page will be links to resources / websites to help you.*

*Just remember – if there is anything you are unsure about – ask your class teacher!*

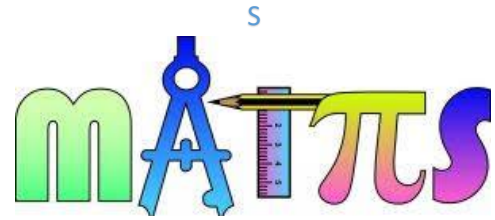
*You will also soon receive a Revision guide full of suggestions, tips and hints to get the best out of your revision.*



## Common Question Terms Translations

ENGLISH	PUNJABI ਪੰਜਾਬੀ	POLISH POLSKIE	ROMANIAN ROMÂNĂ	SLOVAK SLOVENSKE	RUSSIAN РУССКИЙ	URDU انگریزی
Assess	ਲਾਇ ਦੀ ਗਣਨਾ ਕਰੋ	Oszacować	Evaluati	Posúdiť	Оценить	کا جائزہ لینے
Calculate	ਦੀ ਗਣਨਾ ਕਰੋ	Obliczać	calculati	Spočítajte	Вычислять	کا حساب لگانے
Compare	ਤਲਨਾ ਕਰੋ	Porównać	Comparatie	Porovnaťe	Сравнить	کا موازنہ کریں
Complete	ਮکمل ਪਰਗٹਿਤ	Uzupetnić	Completati	Doplň	Полный	مکمل
Define	ਪਰਗٹਿਤ	Okrešľiť	Definiti	Definovať	Определит	وضاحت
Describe	ਵਰਣਨ ਚਰਚਾ ਕਰੋ	Opisać	Descrieti	Opis	Описывать	بیان
Discuss	ਚਰਚਾ ਕਰੋ	Przedyskutować	Discutati	Prediskutovať	Обсуждать	بحث
Examine	ਦਾ ਮੁਅفਿਆ	Zbadać	Examinati	Skúmať	Исследовать	جائزہ پڑھنا
Explain	ਸਮਝਾਉ	Wyjaśnić	Explicati	Vysvetliť	Объяснить	وضاحت
Give	ਦੇ ਦਿਉ	Dać	Dati	Dat	Дайте	دو
Identify	ਨੂੰ ਪਛਾਣੋ	Znalezc	Identificati	Identifikovať	Идентифицировать	شناخت
List	ਸੂਚੀ	Lista	Listăti	Ymenuj	Список	فہرست
Name	ਦਾ ਨਾਮ	Nazwac	Nume	Pomenuj	Имя	نام
State	ਰਾਜ	Wwliczyc	Aspune	Státne	состояние	ریاست
Suggest	ਸਿਝਾਅ	zasugerować	Sugerati	Navrhnuť	Предлагать	توصیر

# Maths



Pearson Edexcel GCSE (9-1) Maths

3 Papers	33% each paper but are added together and averaged	Each exam is 1 hour 30 mins	Linear – All exams at end of Year 11	80 marks in each paper	Foundation and higher tier papers with completely different content
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**Foundation** – ordering numbers, simple fractions and percentages, simple mean, median, mode and range, factors, multiples, indices, basic ratio, money, HCF and LCM, prime factor trees, sequences, simple algebra equations and expressions, complex algebra

**Higher** -fraction calculations, indices calculations, complex algebra manipulation, simultaneous equations

The majority of the questions are detailed problem solving. These will be worded and will put the application of maths skills into context often mixing them with several skills at the same time.

Graphs have to be drawn, tables drawn and understood, calculations extrapolated from pictures, tables, diagrams and descriptions.

The skill that is being tested is often not referred to and the challenge in these questions is to work out what is being asked.

**Foundation** 30% are 1-2 mark questions; 70% are 3-5 mark questions

**Higher** 10% are 1-2 mark questions and 90% 3-7 mark questions.

No two exam papers ever look the same. Not every topic is tested every year

Links and resources – Pixl Maths App, Corbett Maths, Century Tech.

UNIT TITLE	COMMON MISCONCEPTIONS
Algebra	Don't add/subtract terms with different variables With grid method, don't add the last box Don't add the powers in simplifying expressions Careful how you add and subtract negative numbers Remember when plotting graphs that first value is the horizontal x axis When moving expressions and terms across the equal sign make them the inverse function When factorizing look for the largest factor
Geometry	Ensure you don't mix up the formulae for area and perimeter and circles Use a protractor so you are always measuring from the zero position Circle theorems remember all 8 theorems remember to look for the isosceles triangle Remember when finding the short side with Pythagoras you subtract Remember to state where the rotation or enlargement starts from

	<p>Trigonometry the hypotenuse is always the longest side and always opposite the biggest angle</p> <p>Remember in all angle questions you must give a reason and use one of the technical Maths words.</p>
Number	<p>You can only add fractions who have the same denominator</p> <p>Never add denominators</p> <p>Whatever you do to the numerator in a fraction you must do to the denominator.</p> <p>When multiplying and dividing indices you must have the same base number</p> <p>The base number does not change</p> <p>When multiplying add the index numbers</p> <p>When dividing subtract the index numbers</p> <p>Standard form is only shown with one number to the left of the decimal point and this must be between 1 and 9</p> <p>HCF is smaller or equal to the integers</p> <p>LCM is larger or equal to the integers</p>
Data and probability	<p>Bars must be equal size and equal space</p> <p>Always draw a line of best fit, even if not asked</p> <p>Frequency polygons are plotted from the middle of the class width and the lines are always joined with a ruler</p> <p>Mean is find a total and divide by the number</p> <p>Mode is the most</p> <p>Median put them in order first then find the middle</p> <p>Range is biggest minus smallest</p> <p>Cumulative frequency graphs are plotted using the second number in the class group.</p> <p>The line is always curved</p> <p>Histograms always touch and its frequency density</p> <p>The maximum probability can be is 1 – certain</p> <p>Stem and Leaf diagrams need to be in order</p>
Ratio and proportion	<p>Speed is distance divided by time</p> <p>Density is mass divided by volume</p> <p>Pressure is force divided by area</p> <p>With compound interest you add the interest gained onto the total each year.</p> <p>Reverse percentages need you to divide by the multiplier</p> <p>With inverse proportion as one thing goes down the other goes up</p>

# ENGLISH



## AQA / ENGLISH LANGUAGE

### ENGLISH LANGUAGE:

#### Paper 1 – Explorations in Creative reading and writing

- the exam paper will feature 1 unseen fiction text

#### Paper 2 – Writers’ Viewpoints and Perspectives

- the exam paper will feature 2 unseen non-fiction texts

Both papers are 1hr 45 minutes

### Overview of Language Paper 1 study –

Threshold knowledge/skills they need to have to access the question.

Potential misconceptions/limitations students have when accessing these questions.

### Key Concept – AO1

☐ Identify and interpret explicit and implicit information and ideas

☐ Select and synthesise evidence from different texts

*Ensure students adapt specifically to content of question rather than copying whole sections.*

*Tendency to write unnecessary, elongated quotations.*

### Key Concept – AO2

☐ Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

*Tendency to not respond to why? Impact? Effect? Shaped meaning? Danger of focusing just on defining what a word means rather than evaluating how it works.*

**Section A: Reading**  
Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

**0 1** Read again the first part of the source, from **lines 1 to 5**.  
List **four** things about Rosabel from this part of the source. **[4 marks]**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

3

**0 2** Look in detail at this extract, from **lines 6 to 14** of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?  
You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

**[8 marks]**



**Expectations in terms of question structure:**

**Horizon Approach – PETAL**

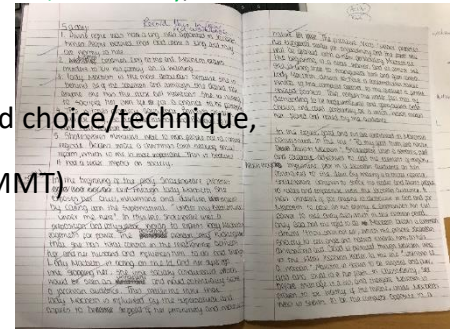
Point, Evidence/Quotation, Word, LT, PRES (Direct? Pace, mood, atmosphere, emotion),

Why? 3 \*AN, MMT, Key Word (Social History for Lit/Power Words)

**Threshold Approach – PEAL - (Point, Evidence, Analyse one specific word choice/technique,**

Alternative interpretation of quotation as a whole/Why?, link to reader/MMT)

**Foundation Approach – PEEL - (Point, Evidence, Explain, Link)**



**Key Concept – AO2**

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

*Tendency to focus on language analysis, saying what they mean rather than why they are placed there.*

*Will identify order, and what is happening, but don't say why it is happening?*

*Missing part of the question which asks you to focus on how it engages.*

0 3	<p>You now need to think about the <b>whole</b> of the source.</p> <p>This text is from the beginning of a short story.</p> <p>How has the writer structured the text to interest you as a reader?</p> <p>You could write about:</p> <ul style="list-style-type: none"> <li>• what the writer focuses your attention on at the beginning of the source</li> <li>• how and why the writer changes this focus as the source develops</li> <li>• any other structural features that interest you.</li> </ul> <p style="text-align: right;"><b>[8 marks]</b></p>
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**At the beginning of the extract, my curiosity is focused on the image of the sun setting. The placement of "stained" shifts the tone to create a sense of foreboding - an atmosphere of dread establishes a relationship between the reader and the narrative voice. Furthermore, the repeated placement of red imagery in the opening paragraph reinforces this sinister tone. We are encouraged to reflect on what this environment will do to the narrative voice.**

**Expectations in terms of question structure:**

**Horizon Approach** – Beginning and Middle of the PIT (Perspective – why? Image – why? Placement? Tone – why? Direct how?)

**Threshold Approach** – Beginning and End of the PIT (Perspective – why? Image – why? Placement? Tone – why? Direct how?)

**Foundation Approach** – how does it activate the senses at the beginning, middle and end?

**Key Concept – AO4**

Evaluate texts critically and support this with appropriate textual references

*Tendency not to link back to the question. Ambivalent about knowing whether to agree or disagree. Higher responses should aim for balance of both. They don't engage with the whole text or fail to understand it in the context of the wider text. Focus on shallow effects – they spot skills but use generic phrases like "it makes them read on" or "it makes it interesting."*

0 4	<p>Focus this part of your answer on the second part of the source, from <b>line 19 to the end</b>.</p> <p>A student said, "This part of the story, set in the hot shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry."</p> <p>To what extent do you agree?</p> <p>In your response, you could:</p> <ul style="list-style-type: none"> <li>• consider your own impressions of the red-haired girl</li> <li>• evaluate how the writer conveys Rosabel's reactions to the red-haired girl</li> <li>• support your response with references to the text.</li> </ul> <p style="text-align: right;"><b>[20 marks]</b></p>
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**Expectations in terms of question structure:**

**Can choose either a language or structure idea, or a blend of both.**

**Ensure you link each PETAL/PEAAL/PEEL to argument in question.**

**Horizon Approach** – PETAL

Point, Evidence/Quotation, Word, LT, PRES (Direct? Pace, mood, atmosphere, emotion), Why? 3 \*AN, MMT, Key Word (Social History for Lit/Power Words)

**Threshold Approach** – PEAAL - (Point, Evidence, Analyse one specific word choice/technique, Alternative interpretation of quotation as a whole/Why?, link to reader/MMT)

**Foundation Approach** – PEEL - (Point, Evidence, Explain, Link)

**Overview of Language Paper 2 study –**

0 1

Read again the first part of **Source A** from lines 1 to 17.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A The writer's son has just had his second birthday.

B It took a while for the writer to feel close to his son after he was born.

C The writer has not slept very well over the last year.

D It takes a long time for the boy to eat his porridge.

E The writer thinks that his son has grown quickly.

F The boy has not yet learned to walk.

G The writer's son knows how to switch off the television.

H The writer finds it easy to grasp the idea of his son getting older.

**Key Concept – AO1**

Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts. This

*At times students can struggle to infer specific meaning of text which can lead to a misinterpretation of the statements.*

**Key Concept – AO1**

Identify and interpret explicit and implicit information and ideas.

Select and synthesise evidence from different texts.

*Tendency to begin analysing language choices rather than focusing specifically on attitudes. Students keep the comparisons at a factual, surface level, rather than developing it and inferring what is implied about attitude/ideas as a result of language used.*

**Expectations in terms of what do focus on in the question response:**

**Attitudes** – look at the genre

**Response (emotional)** – look at the audience

**Consequence** – look at the purpose

0 2

You need to refer to **Source A** and **Source B** for this question.

The ways the boys spend their time playing as young children is different.

Use details from **both** sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.

[8 marks]

0 3

You now need to refer only to **Source A** from **lines 18 to 28**.

How does the writer use language to describe his son?

[12 marks]

support their views

*Tendency to not respond to why? Impact? Effect? Shaped meaning? Danger of focusing just on defining what a word means rather than evaluating how it works.*

Expectations in terms of question structure:

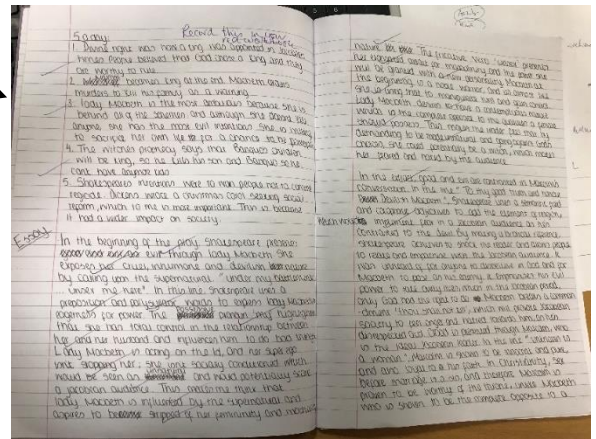
**Horizon Approach** – PETALPoint, Evidence/Quotation, Word, LT, PRES (Direct? Pace, mood, atmosphere, emotion), Why? 3 \*AN, MMT, Key Word (Social History for Lit/Power Words)

**Threshold Approach** – PEAL - (Point, Evidence, Analyse one specific word choice/technique, Alternative interpretation of quotation as a whole/Why?, link to reader/MMT)

**Foundation Approach** – PEEL - (Point, Evidence, Explain, Link)

**Key Concept – AO2**

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to



**Key Concept – AO3**

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

7

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives and feelings about their children growing up.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

*Tendency towards surface level comparisons – listing what is the same or different; rather than focusing on evaluating a difference in attitudes.*

*Additionally, they need to move beyond identifying methods used and actually develop how these methods are shaping a specific point of view.*

Expectations in terms of what do focus on in the question response:

**Attitudes** – look at the genre

**Response (emotional)** – look at the audience

**Consequence** – look at the purpose

**Expectations in terms of question structure in each paragraph:**

**Can choose either a language or structure idea, or a blend of both.**

**Ensure you link each PETAL/PEAAL/PEEL to argument in question.**

**Horizon Approach** – PETAL - Point, Evidence/Quotation, Word, LT, PRES (Direct? Pace, mood, atmosphere, emotion), Why? 3 \*AN, MMT, Key Word (Social History for Lit/Power Words)

**Threshold Approach** – PEAAL - (Point, Evidence, Analyse one specific word choice/technique, Alternative interpretation of quotation as a whole/Why?, link to reader/MMT)

**Foundation Approach** – PEEL - (Point, Evidence, Explain, Link)

### **Key Concept – AO5**

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

### **Key Concept – AO6**

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

*This response is often limited by being too short, students get stunted either by trying to discuss too many ideas about a broad topic or not really having a clear idea/argument about it. By experience as an*

- The key skill in Q5 is **communication** and it is the overall quality of written communication which will determine the level
- After reading the response, ask yourself:
  - is the communication simple and limited? (Level 1)
  - is there some successful communication? (Level 2)
  - **is the communication clear and consistent? (Level 3)**
  - is the communication convincing and compelling? (Level 4)



*examiner for this paper, emphasised this skill above all others:*

*In this question, students need to be prepared to write article/speech/letter/essay on a specific topic. The trick is to have a specific thought about sub-category of this topic. For example, if you got the influence of sport, your response may specifically focus on the patriotic community that's a consequence of the Olympic Games.*

**Expectations in terms of how to structure the question response:**

Developing students’ confidence with whole, paragraph and sentence level structure is important. Begin with whole and progressively over the whole zoom further and further in. The more specific, and anchored, they become the greater security they have.

<p><b>Section B: Writing</b></p> <p>You are advised to spend about 45 minutes on this section. Write in full sentences. You are reminded of the need to plan your answer. You should leave enough time to check your work at the end.</p>	
<p>0 5</p>	<p>'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'</p> <p>Write a speech for your school or college Leavers' Day to explain what you think makes a good education.</p> <p style="text-align: right;">(24 marks for content and organisation 16 marks for technical accuracy) <b>[40 marks]</b></p>

<b>Foundation Approach: focusing on overall structure</b>	
<p><b>F</b>acts – what’s the context/background of the topic? Set the scene.</p> <p><b>A</b>ncedote/case-study</p> <p><b>C</b>onsequences – what will happen if events in anecdote don’t change?</p> <p><b>T</b>ake action – what do you want the reader/listener to do about it?</p>	
<b>Threshold Approach: focusing on paragraph structure</b>	
<p><b>P</b>oint</p> <p><b>E</b>vidence</p> <p><b>E</b>xpand</p> <p>for their main body paragraphs so they fully develop their ideas and ensure they use AFOREST at least once in each paragraph. I also make sure they have 3 points to discuss in the main body as that way they will write at least 5 paragraphs in total.</p>	
<b>Horizon Approach: focusing on paragraph and sentence level structure</b>	
<p>Paragraph plan:</p> <p>Point with words from the question</p> <p>3 skills</p> <p>3 types of punctuation</p> <p>1 Sentence that starts with an ly or ing word</p> <p>End powerful sentence</p>	<p>Whole text plan:</p> <ul style="list-style-type: none"> <li>- Facts and statistics</li> <li>- Interview</li> <li>- Eye-witness or anecdote</li> <li>- Counter-argument</li> <li>- Discourse markers</li> </ul>

# ENGLISH



## AQA / ENGLISH LITERATURE

<p><b>Paper 1 – Shakespeare and the 19<sup>th</sup> Century</b></p> <p>The paper is 1hr 45 minutes</p> <p>Question 1: Macbeth (30 + 4 marks)</p> <p>Question 2: A Christmas Carol (30 marks)</p>	<p><b>Paper 2 – Modern Text and Poetry</b></p> <p>The paper is 2hrs 15 minutes</p> <p>Question 1: An Inspector calls (30 +4 marks)</p> <p>Question 2: Power and Conflict Poetry (30 marks)</p> <p>Question 3: An unseen poetry question (24 marks)</p> <p>Question 4: Two poems to compare (8 marks)</p>
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### What can you do to support revision?

<p><b>Building knowledge</b></p> <ul style="list-style-type: none"> <li>- Watch and/or read the set text. Do students know all of the poems? If not, research Mr Bruff on the internet and watch his short clip.</li> <li>- Help revise the quotes each student has an English revision guide. Can they remember the quotes?</li> <li>- Practice the exam questions, Mrs Smith has lots of past questions and will mark paragraphs 8.50am each morning, Thursday lunch time or Wednesday / Thursday after school.</li> <li>- Independent reading, recommended 30 minutes every day</li> <li>- Reading out loud 2 or 3 times a week, asking questions about what they are reading</li> <li>- Practice exam questions, particularly timed responses</li> <li>- Trip to the theatre to see any of their core texts</li> <li>- Youtube clips – Mr. Bruff – to revise knowledge on any of the core texts</li> <li>- SPAG exercises</li> </ul>
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1. Language techniques for example:
  - Noun-naming word.
  - Adjective – describing word.
  - Verb – doing word.
  - Adverb – how the action is done.

DIRECT, for example

- **Pace** – fast - monosyllabic / slow – polysyllabic
- **Tone** – harsh vowels/sounds, - cacophony / vowels, aeiou / soft vowels/sounds – euphony.
- **Mood-letters** – harsh / soft
- **Simile** - - a 'like' or 'as' comparison

- **Metaphor** – an 'is' or becomes comparison
- **Plosive-harsh** – b , d , t
- **Bilabial** – m – lips together
- **Alveolar** – l , d , n , t – tongue on teeth
- **Fricature** – f , 2, th - air through tongue and teeth

## 2. Example of an essay:

1. **Point** –
2. **Quote** –
3. **Underline two words** –
4. **Language techniques and why** –
5. **DIRECT and why** –
6. **3 X abstract nouns**
7. **Makes me think ....**

## 7 Magic steps!!



## 3. Example

What do you learn about redemption in 'A Christmas Carol?'  
Use the key scene in the relevant beginning, middle or end paragraph

<b>Beginning</b>	Are there no prisons? Are there no workhouse?
<b>Middle</b>	Another idol has displaced me;
<b>End</b>	I will live in the Past, the Present and the Future.

### First Paragraph

At the opening of the novella, there is little redemption as the key character, Scrooge, think only of money and position. When asked by the charity workers to show Christmas spirit he replies "Are there no prisons? Are there no workhouses?" The plosive noun 'prisons' shows that Scrooge believes that being poor is a crime to be punished for. The polysyllabic rhetorical question 'workhouses' is an ugly word, it shows no kind of redemption and it is spoken in a harsh and unkind way to show how mean and cruel a person Scrooge is. This show that money in the 1900s was the ruler, that position and security in greed was rewarded by the Victorian society. This makes me think that Dickens wanted to show the mean-spirited Scrooge at Christmas, a Christian time that should be about charity and forgiveness, not about standing tall on a tower of wealth stamping on those below.

### Recommended revision texts – all available online:

CGP - Spelling, Punctuation and Grammar for Grade 9-1 GCSE Complete Study & Practice	£3.25
CGP – Grade 9-1 GCSE English Shakespeare Text Guide - Macbeth	£2.75
CGP – Grade 9-1 GCSE English Text Guide - An Inspector Calls	£2.75
CGP – Grade 9-1 GCSE English Text Guide – A Christmas Carol	£2.75
Cambridge University Press - GCSE English Language for AQA Progress - AQA Approved	£19
Cambridge University Press - AQA GCSE English Language and English Literature: Advanced Student Book (AQA Approved Text)	£11.99

# CORE Science



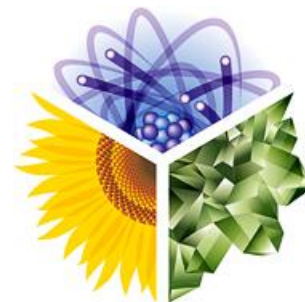
AQA GCSE Combined Science

4 Papers	25% each paper	Each exam is 1 hr 45 mins	Linear – All exams at end of Year 11	100 marks in each paper	Foundation and higher tier papers	2 papers for each unit
<p><b>Paper 1 &amp; Paper 3</b> Multiple questions, structured, closed and open short answer questions, with greater emphasis on knowledge and application (AO1 and AO2) than analysis and evaluation (AO3)</p> <p><b>Paper 2 and Paper 4</b> - as above but also skills and most of work on the required practicals, for the topics</p>						

UNIT TITLE	KEY WORDS	CONTENT	COMMON MISCONCEPTIONS	LINKS
Life and environmental sciences	Biodiversity Carbon footprint Deforestation Ecology Ecosystems Endemic Quadrant Species Carbon footprint	<ol style="list-style-type: none"> <li>1. Building Blocks</li> <li>2. Transport over large distances</li> <li>3. Interactions with the environment</li> <li>4. Explaining change</li> </ol>	<p>Follow the link for common misconceptions</p> <p><a href="http://assessment.aas.org/topics/1/CE#/0">http://assessment.aas.org/topics/1/CE#/0</a></p>	<p><a href="https://www.aqa.org.uk/resources/science/as-and-a-level/environmental-science/as/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/science/as-and-a-level/environmental-science/as/teach/subject-specific-vocabulary</a></p>
Physical Sciences	Variable Controlled Mass Weight Sublimation Chemical changes Physical changes Solvent Solution Solute	<ol style="list-style-type: none"> <li>5. Building blocks for understanding</li> <li>6. Interaction over small distances</li> <li>7. Movement and interactions</li> <li>8. Guiding spaceship earth towards a sustainable future.</li> </ol>	<p><a href="http://assessment.aas.org/topics/1/WE#/0">http://assessment.aas.org/topics/1/WE#/0</a></p>	<p><a href="https://www.guia.com/jg/370565list.html">https://www.guia.com/jg/370565list.html</a></p>



# Triple Science



AQA GCSE Biology, Chemistry and Physics

6 Papers - 2 papers per Science	50% for each science per paper	Each exam is 1 hr 45 mins	Linear – All exams at end of Year 11	100 marks in each paper	Foundation and higher tier papers
Multiple choice, structured, Closed short answer and open response questions.					









UNIT TITLE	KEY WORDS	CONTENT	COMMON MISCONCEPTIONS	LINKS & RESOURCES
BIOLOGY Paper 1	Organelles Organ system Bacteria Pathogen toxins	9. Cell Biology 10. Organisation 11. Infection & Response 12. Bioenergetics	<a href="http://assessment.aas.org/topics/1/BF#/0">http://assessment.aas.org/topics/1/BF#/0</a>	<a href="https://www.quia.com/jg/370565list.html">https://www.quia.com/jg/370565list.html</a>
BIOLOGY Paper 2	Glucose Pancreas Glycogen Genes Allele Carbon footprint	13. Homeostasis a& response 14. Inheritance 15. Variation & evolution 16. ecology	<a href="http://assessment.aas.org/topics/1/EN#/0">http://assessment.aas.org/topics/1/EN#/0</a>	<a href="https://www.quia.com/jg/370565list.html">https://www.quia.com/jg/370565list.html</a>
CHEMISTRY Paper 1	Subatomic particles Ionic Isotope Covalent Bonding	1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter	<a href="http://assessment.aas.org/topics/1/AM#/0">http://assessment.aas.org/topics/1/AM#/0</a>	<a href="https://www.mrise.com/course/214663/aqa-gcse-chemistry-key-words/1/?action=prev">https://www.mrise.com/course/214663/aqa-gcse-chemistry-key-words/1/?action=prev</a>

		<ul style="list-style-type: none"> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> </ul>		
CHEMISTRY Paper 2	<ul style="list-style-type: none"> <li>Acids</li> <li>Alkalis</li> <li>Alkene</li> <li>Base</li> <li>Atom</li> <li>Burette</li> <li>Biofuel</li> <li>Bond energy</li> </ul>	<ul style="list-style-type: none"> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> </ul>	<a href="http://assessment.aas.org/topics/1/SC#/0">http://assessment.aas.org/topics/1/SC#/0</a>	<a href="https://www.memrise.com/course/214663/aqa-gcse-chemistry-key-words/1/?action=prev">https://www.memrise.com/course/214663/aqa-gcse-chemistry-key-words/1/?action=prev</a>
PHYSICS Paper 1	<ul style="list-style-type: none"> <li>Conservation</li> <li>Dissipated</li> <li>Efficiency</li> <li>Mass</li> <li>Kinetic energy</li> </ul>	<ul style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle model of matter</li> <li>4. Atomic structure</li> </ul>	<a href="http://assessment.aas.org/topics/1/EG#/0">http://assessment.aas.org/topics/1/EG#/0</a>	<a href="https://www.tes.com/teaching-resource/aqa-physics-9-1-key-word-definitions-11858499">https://www.tes.com/teaching-resource/aqa-physics-9-1-key-word-definitions-11858499</a>
PHYSICS Paper 2	<ul style="list-style-type: none"> <li>Air resistance</li> <li>Displacement</li> <li>Drag</li> <li>Force</li> <li>Friction</li> </ul>	<ul style="list-style-type: none"> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism &amp; electromagnetism</li> <li>8. Space Physics</li> </ul>	<a href="http://assessment.aas.org/topics/1/FM#/0">http://assessment.aas.org/topics/1/FM#/0</a>	<a href="https://www.tes.com/teaching-resource/aqa-physics-9-1-key-word-definitions-11858499">https://www.tes.com/teaching-resource/aqa-physics-9-1-key-word-definitions-11858499</a>



## Christian Beliefs

Key Words			
Ascension	Jesus returning to be with God in heaven after the crucifixion	Omnipotent	God's nature as all-powerful
Atonement	Making things better after sinning, asking for forgiveness from God	Original Sin	The built-in tendency to do wrong which comes from Eve's disobedience
Benevolent	God's nature as all-loving	Resurrection	Jesus returning from the dead after he was crucified
Crucifixion	Jesus' execution by the Romans on the cross	Salvation	Being saved from sin and given eternal life in heaven by God
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's nature as fair	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit

Key Ideas					
<b>Nature of God</b>   	<b>The Trinity</b> 	<b>Creation</b>  <p><i>"In the beginning God created the heavens and the earth"</i></p> <p><i>"And God looked upon all that He had made and indeed, it was very good."</i></p>	<b>Incarnation and Crucifixion</b> 	<b>Sin and Salvation</b> 	<b>Resurrection and Ascension</b> 

**Have a go:**

1. Create a knowledge organisers or complete your revision resource.  
*Look, cover, write, check! If you're confident with this, try writing down everything you know under each heading. Check your notes again. Add to your revision resource again with a different colour. Check your notes again. Add to your revision resource one more time – this will clearly show you what you are secure with and what you need to work on.*
2. Seneca learning – Type the link (Click on 2 for Christianity)  
<https://app.senecalearning.com/dashboard/join-class/7j78kbp91a>
3. PiXL Independence (Practice your technique and timing of different types of questions)  
**Christianity:**
  - Multiple choice questions (p1-4)
  - 4/5 mark questions (p20) P, E, P, E and P, E, P, E, R/Q
  - 12 mark questions (q2 +3 p27) FAM – (For) P, E, P, E, R/Q, (Against) P, E, P, E, R/Q and **My Opinion** (What you think and why you think this)

**Remember: You will need to know the Christian beliefs and its influence on Christians. Use your technique whilst writing your response – clear religious references and detail is necessary!**

4. Practice past paper questions. Because practice strengthens knowledge, technique and timing 😊

2marks:

- Give two reasons why the disciples believed Jesus was alive after his resurrection.
- Give two qualities which Christians believe describe the nature of God.

4 marks:

- Explain two ways in which the belief that God is just influences Christians today.
- Explain two ways in which the belief in the resurrection of Jesus influences Christians today.

5 marks: Refer to sacred teachings in your answer.









- Explain two Christian teachings about judgment. Refer to sacred teachings in your answer.
- Explain two Christian teachings about the means of salvation.

12 marks: Evaluate this statement.

- 'The Bible tells Christians all they need to know about God's creation.'
- 'If God were loving, there would be no suffering in the world'

## Christian Practice

Key Words			
Believer's Baptism	Service where those old enough to decide for themselves are welcomed into the church	Liturgical Worship	A church service that is in a set text or ritual. Formal worship with set prayers, hymns and Bible readings
Christmas	Christian festival which celebrates the incarnation (birth) of Christ	Mission	The calling to spread the word of God and evangelise
Consecration	When a priest blesses bread and wine in order to use it for Eucharist	Non-liturgical worship	Worship with no set pattern, may have modern music and sermons
Easter	Christian festival which celebrates the resurrection of Christ	Persecution	Hostility and ill-treatment of a group of people "Not everyone will like you if you stand for Jesus" "Blessed are those who are persecuted for righteousness' sake for theirs is the kingdom of heaven."
Eucharist	Service where bread and wine is received by Christians to remember Jesus' sacrifice	Pilgrimage	Going on a journey to visit a holy site
Evangelism	Spreading the word of God through action or speech	Prayer	A communication with God, can be private or during worship
Infant Baptism	Service where babies are welcomed into the church with holy water	Reconciliation	Restoring friendly relations after a conflict or falling out

Key Ideas					
<p><b>Worship + Prayer</b></p> <p><i>Worship – an act of religious praise, honour or devotion. To give thanks for blessings, asking for forgiveness, seeking help, gaining strength to live a more Christian life.</i></p>  	<p><b>Eucharist + Baptism</b></p> <p>- Eucharist and baptism are both sacraments meaning special occasions (rites and rituals which a believer receives a special gift of grace) in a Christian's life. This strengthens the relationship with God.</p>  	<p><b>Pilgrimage + Festivals</b></p>  	<p><b>Evangelism + Church in the Community</b></p> 	<p><b>Reconciliation</b></p> 	<p><b>Poverty</b></p>

1. Create a knowledge organiser or complete your revision resource.

Look, cover, write, check! If you're confident with this, try writing down everything you know under each heading. Check your notes again. Add to your revision resource again with a different colour. Check your notes again. Add to your revision resource one more time – this will clearly show you what you are secure with and what you need to work on.

2. Seneca learning – Type the link (Click on 2 for Christianity)  
<https://app.senecalearning.com/dashboard/join-class/7j78kbp91a>

3. PiXL Independence (Practice your technique and timing of different types of questions)

Christianity:

- Multiple choice questions (p1-4)
- 4/5 mark questions (p20) P, E, P, E and P, E, P, E, R/Q
- 12 mark questions (p27) FAM – (For) P, E, P, E, R/Q, (Against) P, E, P, E, R/Q and My Opinion (What you think and why you think this)

Remember: You will need to know the Christian beliefs and its influence on Christians. Use your technique whilst writing your response – clear religious references and detail is necessary!

Practice past paper questions. Because practice strengthens knowledge, technique and timing 😊

2 marks:

- Give two ways in which Christian churches respond to persecution.
- Give two examples of the work of the Church in the local community.

4 marks:

- Explain two ways in which Christian street pastors carry out their Christian duty.
- Explain two contrasting ways in which the Eucharist (Holy Communion) is celebrated in Christianity.

5 marks: Refer to sacred teachings in your answer.

- Explain two contrasting ways in which baptism is celebrated in Christianity.
- Explain two Christian teachings about prayer.

12 marks: Evaluate this statement.

- 'Easter is more of an important festival than Christmas.'
- 'Pilgrimage allows for Christians to connect more with their faith.'

## Islamic Beliefs



Practice past paper questions. Because practice strengthens knowledge, technique and timing 😊

2 marks:

- Give two other Holy Books other than the Quran.
- Give two qualities which Muslims believe describe the nature of God.

4 marks:

- Explain two ways in which belief about heaven and hell influence Muslims today.
- Explain two contrasting beliefs about the successorship of Prophet Muhammad.

5 marks: Refer to sacred teachings in your answer.







- Explain two Muslim teachings about Tawhid (the Oneness of God).
- Explain two Muslim teachings about angels.

12 marks: Evaluate this statement.

- 'To describe God as 'omnipotent' is the best way to understand God.'
- 'For Muslims, Adam is a more important Prophet than Ibrahim.'

## Theme A: Relationships and Families

Key Words			
Adultery	Having sex with someone who is not your husband or wife, outside of marriage	Gender Prejudice	Holding biased opinions about people based on their gender
Artificial Contraception	Methods of preventing pregnancy e.g. condoms, the pill, the coil	Heterosexual	Sexual attraction to the opposite gender
Cohabitation	Living and starting a family with someone who you are not married to	Homosexual	Sexual attraction to the same gender
Divorce	The legal ending of a marriage	Marriage	A legal and religious ceremony joining two people together in love
Family Planning	Using a woman's natural cycle of fertility to try and avoid pregnancy	Procreation	Bringing babies into the world
Gender Discrimination	Acting against people based on their gender	Remarriage	Marrying someone else after divorce








Key Ideas			
<b>Religious Views on Sexuality</b>  <b>Sex before marriage</b>	<b>Marriage</b> 	<b>Family</b> 	<b>Role of men and women</b>
<b>Artificial Contraception</b> 	<b>Divorce</b> 	<b>Gender prejudice</b> 	<b>Other points of view</b>

## Theme B: Religion and Life

### Key Words

Abortion	The ending of a pregnancy	Liberal	A type of Christian who reads the Bible as stories, myths and metaphors
Big Bang Theory	Scientific theory of the creation of the universe through a large explosion	Fundamentalist	A type of Christian who believes the Bible is literally true + the word of God
Dominion	The power humans have over God's creation	Natural Resources	Materials found in nature (e.g. coal, oil) which are exploited by humans
Euthanasia	The painless killing of a terminally ill patient	Purgatory	Where Catholics believe souls are purified after death + before heaven
Evolution	Scientific theory of the development of humans from apes	Quality of Life	How easy or difficult someone's life is – e.g. cancer causes a low quality of life
Heaven	Paradise where those judged good go after death to be forever with God	Sanctity of Life	The belief that all life is sacred as man is made in God's image
Hell	Damnation where those judged bad go after death to be forever without God	Stewardship	The responsibility God gave humans to look after the world
Judgement	After death Christians believe you are judged by God	Vegetarian	The choice not to eat animals

### Key Ideas









<b>Origin of the universe</b> <b>Creation</b> 	<b>Stewardship + Dominion</b> 	<b>Animals</b> 	<b>Abortion</b> 
<b>Origin of life</b> 	<b>Euthanasia</b> 	<b>The Afterlife</b> 	

## Theme D: Religion, Peace and Conflict

### Key Words








Forgiveness	Pardoning someone for wrongdoing	Peace-making	Working toward bringing about an end to war and a state of peace
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Greed	Going to war to gain land or natural resources such as oil	Protest	A public expression of disapproval, often in a big group, can be peaceful or violent
Holy War	A war that is fought for religious reasons, usually backed by a religious leader	Quakers	A Christians denomination who worship in silence and are well known pacifists
Just War	A Christian theory that asks whether a war is fought justly based on 6 conditions	Reconciliation	Restoring friendly relationships after a war or conflict. A sacrament for Catholics.
Justice	Bringing about what is right and fair, according to the law or God's will	Retaliation	Deliberately harming someone as a response to them harming you
Nuclear Weapon	A weapon using a nuclear reaction to cause massive damage	Self-Defence	Protecting yourself or others from harm
Pacifism	A belief that all forms of violence are wrong, commonly held by Quakers	Terrorism	Using violence in order to further a political or religious message
Peace	A state of happiness and harmony, an absence of war	WMD	Weapons of mass destruction: chemical, nuclear or biological weapons

Key Ideas			
<b>Protests and Terrorism</b> 	<b>Nuclear War and WMD</b> 	<b>Holy War</b> 	<b>Just War Theory</b> 
<b>Reasons for War</b> 	<b>Pacifism and Christian Responses to War</b> 	<b>Forgiveness</b> 	<b>Greater Jihad</b>  <b>Lesser Jihad</b>

## Theme E: Religion, Crime and Punishment

Key Words			
Community Service	Working in the community to pay back for a criminal act	Hate Crime	A crime motivated by hatred e.g. racism, homophobia
Corporal Punishment	Using physical pain as a punishment	Poverty	Not having enough money to be able to live a comfortable life
Crime	An action which is against the law and incurs a punishment	Prison	A place where criminals are sent to withdraw their freedom as punishment
Death Penalty	A form of punishment where the offender is killed for their crime	Punishment	Something negative done to criminals by the state
Deterrence	An aim of punishment – preventing future criminals by harsh treatment of offenders	Reformation	An aim of punishment – to try and reform criminals
Forgiveness	To show mercy and pardon someone for what they've done wrong	Retribution	An aim of punishment – seeking a form of revenge on criminals

Key Ideas			
<b>Attitudes to Law breakers</b> 	<b>Reasons for Crime</b> 	<b>Three Aims of Punishment</b> 	<b>Forgiveness</b> 
<b>Attitudes to suffering</b> 	<b>Attitudes to Punishment</b> 	<b>Death Penalty</b> 	



# Sports Studies



OCR Cambridge National L1/2

4 Units	60 marks each Unit – 240 Total	1 exam unit 3 coursework units	1 exam paper 60 marks 15 questions	Can take the exam twice	1 hour exam
<p>Exam paper - combination of short and long answer questions.                  Mostly 1 mark answers                  One 6 mark Question                  One 8 mark Question.</p>					

UNIT POINTS	
Grade	Points
L1 Pass	18
L1 Merit	24
L1 Distinction	30
L2 Pass	36
L2 Merit	42
L2 Distinction	48
L2 Distinction *	54

OVERALL POINTS (ALL 4 UNITS TOTAL)	
Grade	Points
L1 Pass	72
L1 Merit	96
L1 Distinction	120
L2 Pass	144
L2 Merit	168
L2 Distinction	192
L2 Distinction *	216

UNIT TITLE	KEY WORDS	CONTENT	UNIT SPECIFIC INFORMATION	LINKS
Unit R051 – <b>Contemporary Issues in Sport</b> – (exam)	User groups Barriers to participation Solutions Olympics Paralympics Legacy Tourism Investment Economic Minority sports Expensive	<ul style="list-style-type: none"> <li>• Barriers to participation</li> <li>• Solutions to participation</li> <li>• Provision</li> <li>• Promotion</li> <li>• Access</li> <li>• influencing factors</li> <li>• sporting values</li> <li>• Olympic movement</li> <li>• etiquette and sporting behaviour</li> <li>• performance enhancing drugs</li> <li>• Major sporting events</li> <li>• National governing bodies</li> </ul>	Does not focus on main scale sports. Breaks down common issues and barriers we all face. Looks at both benefits and negatives of Olympics and major sporting events.	<a href="T:\PE\Sports Studies\Contemporary Issues in Sport">T:\PE\Sports Studies\Contemporary Issues in Sport</a>

<p>Unit R052 – <b>Developing Sport Skills –</b> (coursework) 4 assignments 15 marks available for each</p>	<p>Skills technique tactics rules analysis skill development transforming play officiating open skill closed skill</p>	<p><b>Ass. 1</b> - Be able to use skills, techniques and tactics /strategies/ compositional ideas as an individual performer in a sporting activity <b>Ass. 2</b> - Be able to use skills, techniques and tactics/ strategies/ compositional ideas as a team performer in a sporting activity <b>Ass. 3</b> - Be able to officiate in a sporting activity <b>Ass. 4</b> - Be able to apply practice methods to support improvement in a sporting activity</p>	<p>Both theoretically and practically assessed.</p> <p>Gains understanding of both playing and officiating in sports.</p> <p>Needs a lot of self-research to be aware of rules and laws for each game</p>	<p><a href="#">T:\PE\Sports Studies\Developing Sports Skills</a></p>
<p><b>Unit R053 – Sports Leadership</b> (coursework) 4 assignments – 15 marks available for each</p>	<p>Roles and responsibilities. personal qualities democratic autocratic Laissez-Faire planning reviewing Analysing risk assessment</p>	<p><b>Ass. 1</b> - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership <b>Ass. 2</b> - Be able to plan a sports activity session and produce a risk assessment <b>Ass. 3</b> - Be able to deliver a sports activity session <b>Ass. 4</b> - Be able to evaluate own performance in delivering a sports activity session</p>	<p>Assessed both theoretically and practically.</p> <p>Allows all to participate as no right or wrong way to coach and deliver.</p> <p>No previous subject knowledge required, can all be learned and delivered naturally.</p>	<p><a href="#">T:\PE\Sports Studies\Leadership</a></p>
<p><b>Unit R054 – Sport and the Media</b> (coursework) 5 assignments 6,12,12,15,15 grade split</p>	<p>types of media media coverage positive impact of media negative impact of media, relationship of media</p>	<p><b>Ass. 1</b> - Know how sport is covered across the media <b>Ass. 2</b> - Understand positive effects that the media can have on sport <b>Ass. 3</b> - Understand negative effects that the media can have on sport <b>Ass. 4</b> - Understand the relationship between sport and the media <b>Ass. 5</b> - Be able to evaluate media coverage of sport</p>	<p>Completely theoretically</p> <p>Needs an understanding of different media types, not necessarily sports.</p>	<p><a href="#">T:\PE\Sports Studies\Media</a></p>

# Sports Science



OCR Cambridge National L1/2

4 Units	60 marks each Unit – 240 Total	1 exam unit 3 coursework units	1 exam paper 60 marks 15 questions	Can take the exam twice	1 hour exam
<p>Exam paper - combination of short and long answer questions.                  Mostly 1 mark answers                  One 6 mark Question                  One 8 mark Question.</p>					

UNIT POINTS	
Grade	Points
L1 Pass	18
L1 Merit	24
L1 Distinction	30
L2 Pass	36
L2 Merit	42
L2 Distinction	48
L2 Distinction *	54

OVERALL POINTS (ALL 4 UNITS TOTAL)	
Grade	Points
L1 Pass	72
L1 Merit	96
L1 Distinction	120
L2 Pass	144
L2 Merit	168
L2 Distinction	192
L2 Distinction *	216

UNIT TITLE	KEY WORDS	CONTENT	LINKS
<p><b>Unit R041:</b> Reducing the risk of sports injuries</p>	<p>Factors affecting injuries – extrinsic factors, environmental, equipment, hazards, intrinsic factors, variables                      Warm up and cool down – physical benefits, psychological benefits, components of warm up/cool down                      Response to injuries – acute and chronic, types, causes, treatment, injury response, EAP                      Response to conditions – signs and symptoms, response and awareness</p>	<p>Learning Outcome 1: Understand different factors which influence the risk of injury</p> <p>Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury</p> <p>Learning Outcome 3: Know how to respond to injuries within a sporting context</p> <p>Learning Outcome 4: Know how to respond to common medical conditions</p>	<p><a href="T:\PE\Sports Science\R041 Reducing the risk of sports injuries EXAM">T:\PE\Sports Science\R041 Reducing the risk of sports injuries EXAM</a></p>

<p><b>Unit R042:</b> Applying the Principles of Training</p>	<p>Principles of training – progression, specificity, reversibility, variance Training methods – aerobic, anaerobic, components of fitness Fitness tests – test protocols, test procedure, maximal or submaximal, test sequence, interpretation of results Fitness programs – training plan design, FITTA, effectiveness of program</p>	<p>Learning Outcome 1: Know the principles of training in a sporting context</p> <p>Learning Outcome 2: Know how training methods target different fitness components</p> <p>Learning Outcome 3: Be able to conduct fitness tests</p> <p>Learning Outcome 4: Be able to develop fitness training programmes</p>	<p><a href="T:\PE\Sports Science\R042 Applying the principles of training">T:\PE\Sports Science\R042 Applying the principles of training</a></p>
<p><b>Unit R045:</b> Sports Nutrition</p>	<p>Nutrients – balanced diet, role of nutrients, food sources. Importance of nutrients – before, during and after exercise, varying dietary requirements, use of supplements Effects of poor diet – malnutrition, overeating, under eating, dehydration Diet plans- design of plan, evaluate effectiveness</p>	<p>Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet</p> <p>Learning Outcome 2: Understand the importance of nutrition in sport</p> <p>Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</p> <p>Learning Outcome 4: Be able to develop diet plans for performers</p>	<p><a href="T:\PE\Sports Science\R045 Sports nutrition">T:\PE\Sports Science\R045 Sports nutrition</a></p>
<p><b>Unit R046:</b> Technology in Sport</p>	<p>Used in sport – enhance performance, enhance game play, enhance spectatorship Positive effects – effects on performance, game play, spectatorship, health care Negative effects – on performance, game play, spectatorship, tradition Evaluate impact – application of technology, introduction reasons, history and traditions, reactions, impact it has had.</p>	<p>Learning Outcome 1: Know how technology is used in sport</p> <p>Learning Outcome 2: Understand the positive effects of sports technology</p> <p>Learning Outcome 3: Understand the negative effects of sports technology</p> <p>Learning Outcome 4: Be able to evaluate the impact of technology in sport</p>	<p><a href="T:\PE\Sports Science\R046 Technology in sport">T:\PE\Sports Science\R046 Technology in sport</a></p>

# Art



## GCSE Art (Fine Art and 3D Art)

In your Exam (externally set task) the total mark for your preparatory work and personal outcome(s) is 80. Below are the assessment objectives for the Externally Set Task.

	Assessment Objective	Marks
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	20 marks
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	20 marks
AO3	Record ideas, observations and insights relevant to intentions as work progresses.	20 marks
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	20 marks

Choose one theme from the exam paper and produce **both preparatory work and one or more personal outcome(s)** based on your investigations. You will need to produce **preparatory work relevant to your chosen specialism** but you may use any starting point from which to begin your investigations. Your preparatory work must be used to inform the personal outcome(s) during the **10 hours of supervised time**. Your preparatory work should not be amended or developed further during or after the 10 hours of supervised time. You should not bring any additional work into the supervised sessions.

**You must demonstrate in both your preparatory work and personal outcome(s) that you have:**

- recorded your experiences and observations
- researched and explored your ideas
- used appropriate materials and techniques • shown a critical understanding of sources
- selected and presented your preparatory studies and refined these into your artefact(s)/ product(s)/personal outcome(s)
- identified and referenced all collected or sourced materials.

The themes for this years Externally Set Task are:

Hot weather	Laundry	Maps	Confectionery	Aquatic Life
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## Suggested list of tasks

	Task	Include	Time
AO1	Mood board/ ideas page	<ul style="list-style-type: none"> <li>Explore possible starting points for your chosen theme. (This can be done visually as a mood board or as a visual mind map.)</li> </ul>	2 hours
AO1	Artists research sheets x 2	<ul style="list-style-type: none"> <li>Include at least 3 examples of the artist work with your analysis.</li> <li>Where is/was the Artist/ Designer based?</li> <li>What kind of work does/did the artist/ designer produce? i.e. are they a 3D sculptor/ Illustrator/ Fashion Photographer etc?</li> <li>What are some of the designers/ artist most notable works? Have they worked with a particular brand or company?</li> <li>What techniques/ materials is the artist/ designer known for using?</li> <li>Select your favourite image from this artist/ designer. Comment on the following where appropriate.</li> <li>LINE/ SHAPE / SPACE/ COLOUR/ TONAL VALUE/ TEXTURE/ CONTEXT/ VISUAL NARRATIVE</li> </ul>	4 hours
AO3	Photography/ recording  (15-20)  Select 5	<ul style="list-style-type: none"> <li>Images to be used to produce initial ideas.</li> <li>Produce a CONTACT SHEET of smaller images</li> <li>Begin selecting images you will work from</li> </ul>	2 hours
A02/A 03	Observational work (3)	<ul style="list-style-type: none"> <li>Sketches and drawings from photographs or first hand</li> <li>Focus on artist theme and brief</li> <li>Annotation on how these can be developed in the future</li> </ul>	4 hours
A02/A 03	Development  (3 – 6)	<ul style="list-style-type: none"> <li>Consider ways of 'moving work on'</li> <li>Consider links with chosen artist work</li> <li>Consider changes to size, colour, materials used etc</li> <li>Artist studies</li> </ul>	14 hours
A02/A 03	Self-reflection	<ul style="list-style-type: none"> <li>Self-evaluation of work</li> <li>Ideas for future work</li> </ul>	2 hours
A03	Final design	<ul style="list-style-type: none"> <li>Sketches in preparation for final piece</li> <li>Planning use of time</li> <li>Materials list.</li> <li>Photographic material needed.</li> </ul>	2 hours

All work **must**:

- Be **neatly** and **appropriately** presented
- Be **relevant** to the brief you have chosen
- Be your **own work**
- Be **completed** before your exam
- **This list of tasks will need to be completed and submitted by FRIDAY 20TH MARCH 2020.**
- **The personal outcome will be completed during the 10 hours of supervised time. This will take place on 23RD MARCH 2020.**

# Business



EDEXCEL/GCSE (9-1) BUSINESS

<b>2 EXAMINATION PAPERS</b>	<b>50% for each paper</b>	<b>Each exam is 1 hour 30 mins</b>	<b>Linear – All exams are at end of Year 11</b>	<b>90 marks in each paper</b>	<b>1 paper for each unit</b>
<b>1 mark questions</b>					
<b>Command word</b>	<b>This type of question will require students to:</b>				
<b>Multiple choice question</b>	select one or more correct answer from a choice of answers. These questions test recall of knowledge from the specification content				
Define	define a term from the specification content				
Give	give an answer testing recall of knowledge from the specification content				
State	give an answer, no longer than a sentence, referring to a piece of contextual information from which students must select the answer				
Identify	select the correct answer from reading a graph or table of data				
<b>2 mark questions</b>					
Calculate	use mathematical skills to reach the answer, based on given data. Calculators may be used and workings should be given				
Complete the table	work out the values missing from the presented table of data				
Outline	give two linked points about a business concept or issue, placed in context in the question				
<b>3 mark questions</b>					
Explain	give a statement of fact, with two further expansion points. These may expand on each other, or both from the same fact. There is no context in these questions				
<b>6 mark questions</b>					



Discuss	write an extended answer, requiring expansion and exploration of a business concept or issue. These questions will not have context but students may bring one in for illustration purposes
Analyse	write an extended answer, requiring expansion and exploration of a business concept or issue. The answer will be placed in context by the question

### 9 mark questions

Justify	write an extended answer, using information provided in order to recommend one of two options to a business owner
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### 12 mark questions

Evaluate	write an extended answer, using knowledge of specification content to reach a supported conclusion about a business situation.
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In previous examination papers there have been:

- 1 mark – 6 questions
- 2 mark – 9 questions
- 3 mark – 6 questions
- 6 mark – 3 questions
- 9 mark – 2 questions
- 12 mark – 1 question
- Total = 90 marks

This applies to both papers.

Both papers are split into 3 sections; A, B and C.

Section A contains mainly 1, 2 and 3 mark questions with one 6 mark question.

Section B contains a balance between 1 and 2 mark questions and two 6 mark questions and one 9 mark question.

Section c contains a few low mark questions with one 9 mark question and one 12 mark question.

You have 90 minutes in both papers and there are 90 marks. It will take at least 5 minutes to read the paper carefully and make sure that you understand the questions, this means that you will have less than 1 minute per mark.

Allocation of time:

- 6 mark question – 5 minutes
- 9 mark question – 8 minutes
- 12 mark question – 10 minutes

**Make sure that you answer ALL the questions!!!**

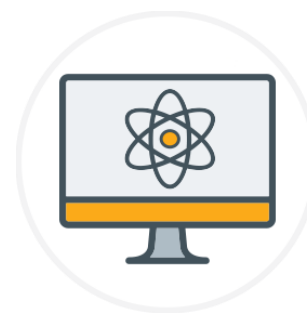
<i>EXAM TITLE</i>	<i>KEY WORDS</i>	<i>CONTENT</i>	<i>COMMON MISCONCEPTIONS</i>	<i>LINKS &amp; RESOURCES</i>
Investigating small businesses	Enterprise E-commerce Cash-flow Start-up Target market Demographics Segmentation SWOT analysis Break-even point Insolvent Limited liability Recession	Enterprise and entrepreneurship Spotting a business opportunity Putting a business idea into practice Making the business effective Understanding external influences on business	Examples: The difference between positive cash flow and profit. Public limited companies are in the private sector but public often means owned and controlled by the government.	<ul style="list-style-type: none"> <li>• Google Classroom lessons</li> <li>• CGP GSCE Edexcel revision Books</li> </ul> <p>Previous exam Questions – Mr Hill</p>
Building a business	Globalisation Obsolete Merger/Takeover Aesthetics Mass/Niche markets Inflation Organisational structure Hierarchy Tariff Trading bloc Economies of scale Competitive advantage Quantitative/qualitative	Growing the business Making marketing decisions Making operational and financial decisions Making human resource decisions	Examples: 50% of start-ups fail in the first 2 years. A business may be profitable but if the cash flow is not controlled may still fail. Inflation may reduce the value of interest on savings. Saving costs on employment will always benefit an organisation.	<ul style="list-style-type: none"> <li>• Google Classroom lessons</li> <li>• CGP GSCE Edexcel revision Books</li> </ul> <p>Previous exam Questions Mr Hill</p>

**Exam tips**

1. Attempt all 1 and 2 mark questions, especially the multiple choice questions, there is nothing to be lost by giving a wrong answer.
2. Do not over extend the 3 mark questions. They require one clear explanation of the question. No comparison, assessment or discussion, there are only 3 marks available!!
3. Attempt all 6, 9 and 12 mark questions.

# Computer Science

OCR GCSE



2 Papers	50% each paper	Each exam is 90mins	Linear – All exams at end of Year 11	80 marks in each paper	1 paper for each component
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## QUESTION STRUCTURE :

**Add:** Join something to something else so as to increase the size, number, or amount.

**Analyse:** Break down in order to bring out the essential elements or structure.

To identify parts and relationships, and to interpret information to reach conclusions.

**Annotate:** Add brief notes to a diagram or graph. Calculate: Obtain a numerical answer showing the relevant stages in the working.

**Compare:** Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Complete:** Provide all the necessary or appropriate parts. Convert: Change the form, character, or function of something.

**Define:** Give the precise meaning of a word, phrase, concept or physical quantity.

**Describe:** Give a detailed account or picture of a situation, event, pattern or process

**Design:** Produce a plan, simulation or model.

**Discuss:** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Draw:** Produce (a picture or diagram) by making lines and marks on paper with a pencil, pen, etc.

**Evaluate:** Assess the implications and limitations; to make judgements about the ideas, works, solutions or methods in relation to selected criteria.

**Explain:** Give a detailed account including reasons or causes.

**Give:** Present information which determines the importance of an event or issue. Quite often used to show causation.

**How:** In what way or manner; by what means.

**Identify:** Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature.

**Justify:** Give valid reasons or evidence to support an answer or conclusion. Label: Add title, labels or brief explanation(s) to a diagram or graph.

**List:** Give a sequence of brief answers with no explanation.

**Order:** Put the responses into a logical sequence.

**Outline:** Give a brief account or summary.

**Show:** Give steps in a derivation or calculation.

**Solve:** Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.

**State:** Give a specific name, value or other brief answer without explanation or calculation.

**Tick:** Mark (an item) with a tick or select (a box) on a form, questionnaire etc. to indicate that something has been chosen.

**What:** Asking for information specifying something.

**Write/Rewrite:** Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement/Write (something) again so as to alter or improve it.

Both papers have a range of questions where 1,2,3,4,5,6,8 or 9 marks can be awarded. Both papers mainly consist of 2 and 3 marker questions. There are a couple of 5 markers where the students usually are asked to tick the boxes or write the letter of the missing statements. Questions which award 6 marks usually ask students to write an algorithm. In previous exam papers, questions which award 8 marks have asked students to produce an extended piece according to the provided criteria or create an algorithm or a short piece of code. There is a possibility that a 9 marker might appear.

<i>COMPONENT TITLE</i>	<i>COMMON MISCONCEPTIONS</i>	<i>LINKS &amp; RESOURCES</i>
Computer systems (Paper 1) *Algorithms can be assessed on any paper.	Examples: The function of ALU MDR and MAR registers WAN and LAN, Difference in primary and secondary storage, the number of instructions processor can perform at a time, TCP/IP and IP addresses, MAC addresses and IP addresses. The benefits of RAM over VM. Topologies and their benefits and drawbacks. Functions of various network protocols.	<ul style="list-style-type: none"> <li>• BBC Bitesize OCR</li> <li>• CGP GCSE OCR Computer science for the grade 1-9 exams Complete revision</li> </ul>
Computational thinking, algorithms and programming (Paper 2) *Algorithms can be assessed on any paper.	Examples: Converting dec. into bin and hex, Shifts in binary operations, Linear, binary, merge and bubble sort, Boolean operations and logic gates, Functions modularise code, The use of pre-existing functions, the use of SQL to search for data, the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays.	<ul style="list-style-type: none"> <li>• BBC Bitesize OCR</li> <li>• CGP GCSE OCR Computer science for the grade 1-9 exams Complete revision</li> </ul>

**To achieve grade 8 you will be able to:**

- demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems
- develop and refine a complete solution that meets the requirements of a substantial problem.

**To achieve grade 5 you will be able to:**

- demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems
- produce a working solution that meets most requirements of a substantial problem.

# Geography



## AQA GCSE Geography

3 Papers	Paper 1 & 2 35% each, Paper 3 30%	Paper 1 & 2 exams are 1 hr 30 Paper 3 is 1 hr 15	All exams are at the end of Year 11.	88 marks in paper 1 and 2 76 for paper 3	No tiers	1 paper for each unit
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Each section on the paper will start with a data response question. This means you are given some information, for example a map, then asked a question about it. Usually this is a 1 or 2 mark question.

In each section there will be 4 mark questions. To answer these make 2 points and explain them. Read them carefully as they may ask you to refer to some information in the paper. At the end of each section there is either a 6 or 9 mark question which requires a longer answer. These may refer to a case study or a specific example. A 6 mark question will need two points explained with examples. The 9 mark questions will usually consist of a statement which you need to respond to with the FAM (for, against, my view) structure.

**Use evidence to support this statement:** To select and present information to prove or disprove something.

The following websites are good sources of information and support:

<https://app.senecalearning.com>

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

<https://www.s-cool.co.uk/gcse/geography>

<http://coolgeography.co.uk/>

<https://timeforgeography.co.uk/>

<https://www.nationalgeographic.com/>

<https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg>

<https://getrevising.co.uk/>

### UNIT DETAILS

#### Living with the physical environment

Tectonic Hazards

Climate Change

#### Challenges in the human environment

Urban Issues and Challenges

RIO DE JANEIRO, BRAZIL (NEE) CASE STUDY

Birmingham, UK (HIC) CASE STUDY

<p>Weather Hazards</p> <p>Ecosystems</p> <p>Tropical Rainforests (TRF)</p> <p>Cold Environments</p> <p>UK Physical Landscapes</p> <p>Coastal Landscapes in the UK</p> <p>River landscapes</p>	<p>The Changing Economic World</p> <p>NIGERIA (NEE) CASE STUDY</p> <p>A FOCUS ON THE UK</p> <p>The Challenge of Resource Management</p> <p>- Food, Water, Energy</p> <p>-A FOCUS ON ENERGY</p>
<p><b>Geographical applications Issue Evaluation</b></p> <p>10 weeks before the exam students will receive a resource booklet which will identify a previously unseen geographical issue or challenge.</p> <p>This issue or challenge will link to multiple of topics that we study within the GCSE curriculum.</p> <p>Students will have to be able to make links to other topics and also geographical skills which we learn how to use within all of our separate topics. The exam will have a number of extended writing pieces within it (6 and 9 mark questions) which will require students to interpret, analyse and evaluate information as well as examine conflicting viewpoints.</p>	<p><b>Fieldwork.</b></p> <p>The second part of paper three is based on fieldwork. Geography students completed 2 separate fieldwork investigations. These will be the focus of this second part of their third Geography exam.</p> <p>Students need to have a very clear understanding and memory of these 2 fieldwork experiences as well as the process of completing a geographical enquiry. Students will be tested on their own fieldwork experience as well as their understanding of the process of a geographical enquiry through unfamiliar scenarios.</p> <p>The human fieldwork complete by the students is “Has the re-generation of Birmingham be a success?”. The physical fieldwork will be based on an ecosystems study.</p>

# History



## AQA / GCSE History

2 papers	50% each paper	2 hours	Linear – All exams at end of Year 11	84 marks per paper	All sections weigh the same	2 sections per paper
<p>Question Guidance sheets are different for Ms Ingram and Mr Ivanov's class.          Please ask your teacher for further advice.          General exam question guidance can be found on FROG.  <b>Log on to FROG → Classroom → History → Revision</b></p>						
<b>Paper One</b>			<b>Paper Two</b>			
<b>Germany</b> Q1 : 4 Marks Q2: 4 Marks Q3 : 8 Marks Q4: 4 Marks Q5: 8 Marks Q6: 12 Marks		<b>Conflict &amp; Tension</b> Q1 : 4 Marks Q2: 12 Marks Q3 : 8 Marks Q4: 16 Marks plus 4 SPAG marks	<b>Health &amp; the People</b> Q1: 8 Marks Q2: 8 Marks Q3: 8 Marks Q4: 16 Marks plus 4 SPAG marks		<b>Norman England</b> Q1: 8 Marks Q2: 8 Marks Q3: 8 Marks Q4: 16 Marks	
<b>Timings:</b> You will have time left to read through the sources and check your answers.						
4 marks = 5 minutes		8 marks = 10 minutes		12 marks = 15 minutes		16 marks = 20 minutes

UNIT TITLE	KEY WORDS	CONTENT
Medieval Medicine Paper 2/ Section A	Galen Hippocrates Islamic Medicine Astrology Miasma Physician Four Humours Monastery Plague Wise woman Dissection	Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.
Renaissance Medicine Paper 2/ Section A	Renaissance Vesalius Pare Harvey Anatomy Quack John Hunter Circulatory system	The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.



	Surgery Vaccination Jenner	
Enlightenment Medicine Paper 2/ Section B	Germ Theory Pasteur Koch Magic bullet Anesthetics Lister Cholera John Snow Sewage Infection	The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.
Peacemaking Paper 1/ Section A	Treaty of Versailles Big Three Allies Kaiser Fourteen Points Reparations	The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.
League of Nations Paper 1/ Section B	League of Nations Depression Manchurian Crisis Peace treaty Abyssinian Crisis Diktat Commissions diplomacy	The League of Nations: its formation, structure; membership and how it changed; the powers of the League; the work of the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria. Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939.
Origins of WW2 Paper 2/ Section B	Hitler Saar Foreign policy Rhineland Mussolini Anschluss Sudeten Crisis Nazi-Soviet Pact Stalin Chamberlain appeasement	The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.
Germany and the growth of democracy Paper 1/ Section A	Kaiser Reparations Ruhr crisis Hyperinflation Socialism Militarism Communism Weimar Republic	Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch;

	President Parliament Munich Putsch Kapp Putsch Red Rising	the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.
Germany and the Depression Paper 1/ Section A	Depression SA Rohm Hindenburg Von Papen Chancellor Reichstag fire Enabling Act Fuhrer	The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor. The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.
Nazi Germany Paper 1/ Section A	Rearmament Hitler Youth Militarism Protestantism Catholicism Propaganda SS Gestapo Police state	Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.
Norman Conquest Paper 2/ Section B	Claimant King Battle of Hastings Battle of Stamford bridge Conquest Vikings Saxons	Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims. Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles. Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.
Life in Norman England Paper 2/ Section B	Feudal system Domesday book Earl Trial by ordeal Peasants	Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book. Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.
Religion in Norman England Paper 2/ Section B	Monasteries Lanfranc Pope Benedictine order Cathedrals	The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy. Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.



# Music

## BTEC First Award

4 Units	25% each unit	1 exam unit (Unit 1) 3 coursework units (Unit 2 is compulsory plus we do two from a choice of three optional units - 5, 6 or 7)	Exam dates 9 <sup>th</sup> Jan 2020 11 <sup>th</sup> May 2020	Can take the exam twice	1 hour exam 50 MARKS
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OVERALL POINTS (ALL 4 UNITS TOTAL)		UNIT POINTS	
Grade	Points	Grade	Points
L1 Pass	24	L1 Pass	6
L2 Pass	48	L2 Pass	12
L2 Merit	66	L2 Merit	18
L2 Distinction	84	L2 Distinction	24
L2 Distinction *	90		

**You must achieve 24 points across units 1 and 2 in order to gain the level 2 qualification.**

**A distinction star (D\*) cannot be gained for individual units. It can only be awarded overall and requires you to achieve at least 3 distinctions and 1 merit across the four units.**

**Exam Link** - <https://www.youtube.com/playlist?list=PLNeHS3oeH2407BRHJRpaWBaEfCdeHzxcg>

### Unit 1: **The Music Industry** – (exam) COMPULSORY

Exam language: Describe - simply give the requested information.  Evaluate - weigh up both sides of an argument from the evidence	7 topic areas:  1. Job Roles 2. Venues 3. Venue Health and Safety 4. Production and Promotion 5. Royalty Collection Agencies and Unions 6. Service Companies	If you are asked for a TYPE of organisation don't give a specific organisation. For example - what type of
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<p>presented and suggest a conclusion.</p> <p>Analyse - similar to evaluate, but also use knowledge that is not included in the question and argue for or against a concept while still providing a balanced argument.</p> <p>Implications - conclusions that can be drawn from the evidence provided. Eg. what are the implications of an event not having enough security? There may be violence.</p>	<p>7. Working Patterns</p> <p>The exam is divided into 3 sections. Each section can include questions on any of the 7 topic areas.</p> <p>Section A - multiple choice and short answer questions – an easy way to pick up good marks and get you off to a confident start.</p> <p>Sections B and C are comprised of longer questions, but they still don't require extending writing. It is more about remembering facts and linking the correct job roles/music agencies together. ALWAYS read the brief and ensure that you give both advantages and disadvantages for each question to create a balanced argument. This is always mentioned in the mark scheme.</p> <p>NEVER leave a question blank, especially if it's multiple choice! The whole paper is only 50 marks, so a single mark can represent a grade boundary.</p>	<p>organisation looks after actors? The answer is unions or a union. Equity is the actor's union but is not a correct answer.</p> <p>Promoters and Producers are often confused. Promoters match venues to artists. Producers have artistic input into the work a musician produces.</p>
<p>Unit 2: <b>Managing a Music Product</b> COMPULSORY</p>	<p>You will arrange your own music event in the second half of year 11. Your whole class will work as a team to produce the event from the ground up. Performances, sound, lighting, catering, promotion, management, licensing and much more must all be taken care of.</p>	
<p>Unit 5: <b>Performing</b> OPTIONAL</p>	<p>You begin with a baseline recording on your chosen instrument of voice. We then identify three areas of improvement which you must work on over the course of the unit before presenting a final performance of two contrasting pieces for the school podcast.</p>	
<p>Unit 6: <b>Recording</b> OPTIONAL</p>	<p>You begin by becoming familiar with the school's recording studio and getting to the point where you can operate it independently. You then plan and carry out a recording session.</p>	
<p>Unit 7: <b>Sequencing</b> OPTIONAL</p>	<p>You begin by becoming familiar with sequencing software in the form of Apple's GarageBand. You then produce a sequenced track to act as the soundtrack for a holiday company's TV advert. You also produce a screencast in which you talk through your work explain all the techniques that you have used.</p>	

# Spanish



AQA GCSE

4 papers	25% each paper	3 themes across all papers	Foundation and Higher tiers	All 4 papers must be at the same tier	Listening, Speaking, reading and Writing papers
<p>Theme 1 – Identity and culture                  Theme 2 – Local, National, International and Global areas of interest                  Theme 3 – Current and future study and employment.</p> <p>All question papers must be taken in the same series.</p>					

<i>Paper</i>	<i>Content</i>
<p><b>1. Listening</b></p> <p><u>Written exam:</u>                      35 minutes (Foundation Tier), 45 minutes (Higher Tier)                      40 marks (Foundation Tier), 50 marks (Higher Tier)                      (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>	<p><b>Understanding and responding to different types of spoken language</b></p> <p><b>Questions</b>                      Foundation Tier and Higher Tier  <b>Section A:</b> Questions in English, to be answered in English or non-verbally  <b>Section B:</b> Questions in Spanish, to be answered in Spanish or non-verbally.</p>
<p><b>2. Speaking</b></p> <p><u>Non-exam assessment</u>                      7–9 minutes (Foundation Tier) + preparation time                      10–12 minutes (Higher Tier) + preparation time</p> <p>60 marks (for each of Foundation Tier and Higher Tier)</p>	<p><b>Communicating and interacting effectively in speech for a variety of purposes</b></p> <p><b>Questions</b>                      Foundation Tier and Higher Tier                      The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:  <u>Role-play:</u>                      15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)  <u>Photo card:</u>                      15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)  <u>Conversation:</u>                      30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p>

<p><b>3. Reading</b></p> <p><u>Written exam:</u>  45 minutes (Foundation Tier)  1 hour (Higher Tier)  60 marks (for each of Foundation Tier and Higher Tier)</p>	<p style="text-align: center;"><b>Understanding and responding to different types of written language</b></p> <p><b>Questions</b>  Foundation Tier and Higher Tier</p> <p><b>Section A:</b>  Questions in English, to be answered in English or non-verbally</p> <p><b>Section B:</b>  Questions in Spanish, to be answered in Spanish or non-verbally</p> <p><b>Section C:</b>  Translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p>
<p><b>4. Writing</b></p> <p><u>Written exam:</u>  1 hour (Foundation Tier),  1 hour 15 minutes (Higher Tier)  50 marks at Foundation Tier  60 marks at Higher Tier</p>	<p style="text-align: center;"><b>Communicating effectively in writing for a variety of purposes</b></p> <p><b>Foundation Tier</b></p> <p><b>Question 1</b> – list task (student produces six nouns) – <b>6 marks</b></p> <p><b>Question 2</b> – message (student produces nine sentences in response to nine tasks, approximately 60 words in total) – <b>18 marks</b></p> <p><b>Question 3</b> – translation from English into Spanish (minimum 35 words) – <b>10 marks</b></p> <p><b>Question 4</b> – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – <b>16 marks</b></p> <p><b>Higher Tier</b></p> <p><b>Question 1</b> – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – <b>16 marks</b></p> <p><b>Question 2</b> – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – <b>32 marks</b></p> <p><b>Question 3</b> – translation from English into Spanish (minimum 50 words) – <b>12 marks</b></p>